

Multidisciplinary Unit

Title: Illustrated Talks: Oh, the Things That You Will Learn!

Subject Matter Emphasis and Level: Family and Consumer Science-Learning for Earning-9th Grade

Instructional Designer: Christi Larsen Alcester-Hudson High School

Brief Description of the Unit

This multidisciplinary unit is a 15-day unit for students in the Learning for Earning Class. Each class member will plan, prepare and present an illustrated talk to the class. Each student will choose a topic of his/her choice but the teacher must approve the topic. Each class member will then do research, write a talk and create a Power Point presentation to illustrate his/her talk following guidelines set by the teacher. Each student will present his/her talk to the class. A bibliography, outline and planning process worksheet must also be completed and given to the teacher before presenting to the class. Each student will develop his/her skills and learn more about a topic of his/her choice and then turn around and share that information with other students and the teacher.

Goals:

The student will

1. demonstrate communication skills by presenting an illustrated talk.
2. become aware of various research media available to them in the library and on the Internet
3. develop skills in writing an outline and a bibliography.
4. plan, prepare and present a 5 to 7 minute illustrated talk to the class.
5. use technology to make visuals to accompany his or her illustrated talk.
6. analyze various research materials and evaluate them.
7. practice appropriate mechanics of language.
8. demonstrate good listening skills.

Standards

Family and Consumer Science Standards

Goal 4.3 Demonstrate communication skills in the family, workplace and community.

Language Arts

Reading

Goal 1, Indicator 4 Access, synthesize and evaluate information from a variety of sources.

Writing

Goal 2, Indicator 1 Use appropriate mechanics, usage and conventions of language.

Goal 2, Indicator 2 Use appropriate style, organization, and form in technical, transactional, creative, and personal writing.

Goal 2, Indicator 4 Write to clarify and enhance understanding of information

Listening

Goal 3, Indicator 1 Use various listening and viewing strategies in social, academic and occupation situations.

Goal 3, Indicator 2 Interpret and evaluate ideas/ information and various oral and visual sources

Speaking

Goal 4, Indicator 3 Use various presentation strategies to enhance oral communication, e.g., nonverbal techniques, visual aids, physical setting/environment.

Transferable Skills

Foundation Skills Reading, writing, making decisions, individual responsibility

Competencies Allocates time, exercises leadership, acquires and evaluates information, communicate information

Assessment:

Students will be assessed in four areas: the presentation, written work, use of time and audience behavior. The presentation will be worth 150 points, the written work will be worth 60 points, and use of time and audience behavior will each be worth 90 points (300 pts. total). The presentation must include an introduction, goal statement, personal introduction, how FACS or FCCLA addresses the issue, accurate, current information, visuals, and a summary. An evaluation tool has been developed for this unit. The grading scale will be as follows:

94%-100%---A

87%-93%---B

77%-86%---C

70%-76%---D

Below 69%---F

Content:

Day 1--Power Point Presentation to introduce Illustrated Talks

1. The "Why" of Illustrated Talk
2. Guidelines for Illustrated Talks (Individual Handout)
3. What Must Be Included in the Talk
4. What Else Must Be Done
5. Suggestions for Giving an Illustrated Talk
6. Getting Started (Individual Handout) (Start Planning Process-Do Identify Concerns, Set Your Goal, and Form Your Plan)
7. Choosing a Topic (Individual Handout)
8. Any Questions

Day 2-- Bibliographies and Outlines--Teach the students the correct way to cite works for research and complete outlines following the FCCLA suggested format.

Day 3--Field Trip to Library--Presentation by librarian on doing research including the Internet, Info seek, Athena and other research materials.

Day 4--Back to the Library to do research as a group. Students should write their bibliography and prepare an outline for their project

Day 5, 6, 7, 8--Students bring research materials to class and complete their research. They should write their reports following the set guidelines.

Day 9--Demonstration on Power Point in the Computer Lab. Have the students create three slides for demonstration and give them a tutorial to help them develop their slides.

Day 10, 11, 12--Students work on Power Point Presentations for their Illustrated Talks in the Computer Lab.

Day 13, 14, 15--Present Illustrated Talks in class.

Major Learning Activities:

1. Prepare an illustrated talk
2. Prepare a PowerPoint presentation
3. Listen to other student's presentations
4. Prepare an outline
5. Prepare a bibliography
6. Complete a planning process worksheet
7. Present an illustrated talk
8. Research selected topic at the library or on the Internet

Materials and Resources:

Books and Other Familiar Resources:

FCCLA STAR Event Manual

Community Resources:

Alcester-Hudson City/School Library
Deb McKellips and Dee Cole, librarians
Alcester-Medical Clinic

Technology Resources

Roy Webster, Technology Coordinator
Computer Room
Internet
Computer Programs